

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shrewton CE Primary School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	41% (27 service – 22%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	1 st October 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Emily Mullord
Pupil premium lead	Anna Howell
Governor / Trustee lead	Fi Whitworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total:£31,620.60 Of which is service: £10,169.40
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,169.40
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41, 790

Part A: Pupil premium strategy plan

Statement of intent

- As a caring, Christian School, at the heart of the community, we believe that all children are equal. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium
- Therefore, by focusing on children's individual needs, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable so that they can achieve and make the best progress that they can.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Whilst maintaining a careful track of all pupils' progress, we will also closely track how well Pupil Premium children are achieving in comparison to their peers in order to close the gap.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will always ensure that Quality First Teaching and learning will meet the needs of all pupils, regardless of funding sources.
- Our intention to provide a broad, balanced, ambitious and transformational curriculum alongside our vision statement that each child can 'Believe, Achieve and Grow' drives our commitment to enrich the cultural capital of each child, so that they grow holistically. We work at the heart of the community in order to open each child's eyes to opportunities and experiences to aspire to in life: to believe that they can indeed climb to new heights.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged learners read less than their non-disadvantaged peers and therefore have less exposure to high quality texts and language and vocabulary development.
2	On entry attainment of disadvantaged pupils in core subjects is not in line with non-disadvantaged pupils and they are working below national expectations.
3	The cultural capital experienced by some of our disadvantaged children is not as wide ranging as for our non-disadvantaged and can lead to a lack of aspiration and achievement.
4	The family lives of some of our disadvantaged children can lead to them not being ready to learn when they enter school and attendance can be a key challenge.

5	There is a significant overlap in disadvantaged pupils and Special educational needs, therefore they have multiple barriers to learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	To achieve accelerated progress in reading across all year groups (+0.2) 50% PP ARE+ at KS1 and 75% KS2
Progress in Writing	To achieve accelerated progress in writing across all year groups (+0.2) 50% PP ARE+ at KS1 and 75% KS2
Progress in Mathematics	To achieve accelerated progress in reading across all year groups (+0.2) 75% PP ARE+ at KS1 75% PP ARE+ at KS2
Progress in Phonics	To exceed disadvantaged national average and achieve national average expected standard in PSC. 80% PP pass rate.
Improved attendance and self-esteem	Improve attendance of focussed disadvantaged pupils to 96% and increased percentage of disadvantaged pupils attending extra-curricular sessions.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff across the school including TA's have received bespoke training to effectively teach mathematical fluency, and deliver the Number Sense Program.	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.	2, 3, 4, 5
Develop work within the Maths hub to further develop and embed maths mastery approach including the use of journaling to develop problem solving, reasoning and Maths talk consistently across all year groups.	The Education Endowment Foundation's Research shows that ... Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	2, 3, 4, 5
Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged. Teacher lead interventions 3 x weekly. Pre-teaching 3 x weekly.	We recognise that in order for new initiatives in school to become truly embedded and transformational for all children, rigorous monitoring is vital. The focus for any book looks or classroom monitoring will be how these children are learning, making progress, and achieving. The bottom 20%, many of whom are PP, will be tracked carefully across	1, 2, 3, 4, 5

	<p>the entire school for their reading progress.</p> <p>We know from the DFE** published 'Reading Framework' that ability at reading in school is a direct indication of future financial security and well being. For this reason, recovery money will be targeted towards closing this gap and allowing these children to succeed not only in reading, but across the curriculum.</p>	
<p>CPD throughout year on QFT For teachers and TAs</p> <p>Maths - CPD to embed mastery approach</p> <p>English – CPD to embed T4W approach to writing</p> <p>Continue to embed T4R in KS2</p> <p>CPD on phonics and language acquisition skills</p>	<p>Evidence from the EEF* tells us that the children who benefit most from consistently good Quality First Teaching are the children who we are supporting in this strategy. All staff have received training this academic year and we have drawn up a joint understanding of what this looks like at Shrewton focussing in particular on the EEF publications on the role of the TA.</p> <p>The AIP sets out the planned CPD in Maths and English this academic year, which we believe will benefit our vulnerable learners.</p>	<p>1, 2, 3, 4, 5</p>
<p>*Ref: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led pre-teaching and interventions	We know that intervention works best when delivered by a class teacher or a highly qualified practitioner.	1, 2, 3, 5
TA led interventions. Small group maths and phonics/reading interventions for disadvantaged pupils falling behind age-related expectations.	The Education Endowment Foundation's Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. Evidence from the EEF*** has shown that pre-teaching is an effective method of improving attainment. This has been seen also within our school.	1, 2, 3
Disadvantaged conferencing 1:1 conferencing to take place at the start and end of each term with designated pupil premium champions to support learning and identify barriers.	Evidence from last year showed that this was a particularly effective way of ensuring that each teacher knew who the PPG children were in their classes. Moreover, relationships were built and barriers were better understood and work has begun to address these. This approach was inspired by Louise Bomber's book, ' <i>Know me to teach me</i> '. We will trial this year selecting some families, where we feel an impact can be made, to attend in the spring term, with their child for family conferencing.	3, 4, 5
Return to school conferencing following absence to ensure	Evidence from last year showed that pupil premium pupils were absent more than the rest of cohort and	

missed learning is covered.	therefore missed one in a sequence of lessons. Attendance monitoring strategies are in place. 1:1 or small group tutoring meetings to covered missed learning will increase pupil self-esteem and act as a strategy to prevent pupils for being off longer with an anxiety about their return.	
*** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
For funds to be available to support families with school uniform, trips, events to ensure all pupils have access to increased enrichment opportunities.	The Education Endowment Foundation's Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5
To target specific pupils to attend behaviour support/nurture sessions, breakfast club, after school club and extra-curricular clubs fully funded.	The Education Endowment Foundation's Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5
Access to Spire hub Parent Liasson Officer and Counsellor Services	Evidence has shown during lockdown that families that are happy to be supported by school and sign posted to further services within the community	3, 4, 5

	<p>are better able to support their children to be ready to learn.</p> <p>Families have been signposted to early help, family counselling, art and animal therapy, support for children and families from the MHST. Referrals have been made to the foodbank, Candlemas for financial support and our church team for bereavement counselling.</p> <p>Staff member being trained in Forest Schools and can provide additional sessions to enrich curriculum experiences and provide wellbeing support for pupils when needed.</p> <p>Weekly safeguarding meetings help to track the support for families and children.</p>	
<p>Red, White and Blue After-school club to support pupils from service families.</p> <p>Chaplain Services to support mental health and well-being of individuals experiencing trauma and group session for service children.</p>	<p>Attendance analysis shows that the majority of pupils eligible for service premium attend a significant amount of wrap around care.</p> <p>Creating provision that is specific to them and their family lives can provide emotional support and create a social circle around them who understand what they are going through,</p> <p>Peer support will be reassuring for them and self-esteem can be increased through celebrating their families.</p>	

Total budgeted cost: £31, 620.60

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Reading, Writing and Maths Progress:

- In most year groups, disadvantaged pupils made expected progress in reading and writing, but progress was more variable in maths.
- In Year 4, disadvantaged pupils made above expected progress in writing (+0.2). However, in Year 5, they made below expected progress in writing (-0.2) and maths (-0.2).
- SEND pupils made more variable progress compared to non-SEND pupils. In reading, SEND pupils made expected progress in Years 1, 2, 5 and 6, but below expected in Years 3-4. In writing, SEND pupils made above expected progress in Years 2, 4 and 6 but below expected in Years 1 and 5. In maths, SEND pupils made expected or above expected progress in Years 1-2, but below expected in Years 3-5.

Year 1 Phonics Attainment:

- 87% of all pupils achieved the expected standard in phonics, including 92% by Y2.
- Only 50% of disadvantaged pupils achieved the expected standard (1/2 pupils)
- The average phonics score was similar for both groups (35 for disadvantaged, 34 for non-disadvantaged), suggesting that while fewer disadvantaged pupils met the expected standard, their average performance was not significantly lower.

Early Years Foundation Stage:

- In Reception, a very high percentage of pupils (89-100%) achieved the expected standard across all Early Learning Goals showing that deficits were identified and addressed early.

Key Stage 2 Attainment:

- The school exceeded national averages for the expected standard in reading (89% vs 74%) and writing (78% vs 72%).
- Attainment was below national averages in maths (67% vs 73%) and grammar, punctuation and spelling (67% vs 72%).

- Average scaled scores were above national in reading (108 vs 105) and grammar, punctuation and spelling (107 vs 105), and in line with national in maths (105 vs 104).

Progress from Year 2 to Year 6:

- In reading, writing and maths, Year 6 pupils made expected progress on average from their Year 2 starting points. A small proportion made above expected progress in reading (22%) and maths (11%).

In summary, while the PP strategy enabled disadvantaged pupils to make expected progress in reading and writing in most year groups, the Year 1 phonics data reveals a significant attainment gap. The progress of disadvantaged pupils in maths and SEND pupils across subjects is also inconsistent. Key areas of focus are inconsistent progress for SEND pupils in maths, and lower KS2 attainment in maths and grammar, punctuation and spelling compared to reading and writing. These findings suggest that further targeted intervention and support is needed to address these gaps and ensure all pupils, particularly those who are disadvantaged or have SEND, make consistently strong progress.

Other Mental Health

The use of funding to support the mental health needs of focus pupils has had a positive impact.

Bespoke support from internal interventions and external professionals as supported pupils to overcome and have techniques to help manage anxiety and other issues to ensure they feel safe and therefore ready to learn. Close work with the SEND team meant that pupils were identified early, robust support was put in place to enable curriculum access and referrals made for external support.

Money invested in supporting pupils attend clubs and trips increased cultural capital and self-esteem. Pupils report to have felt and increased sense of belonging and experiences increased language acquisition.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding an increased amount of extra-curricular clubs. Service pupils were included in conferencing.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>There were enough clubs on offer for pupils to spend time developing a skill of something they were interested in. Pupils enjoyed being at school for a longer school day.</p>
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Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Continuing to utilise support from our school counsellor, Education Welfare Officer, and ELSA.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Spirituality Day and Diversity Week. Disadvantaged pupils and their families will be supported to participate.
- Addition of fortnightly Forest School provision for all pupils to support physical regulation, class relationships, improve self-esteem and overall wellbeing.